

D. Student outcomes

1. Graduation rates by race/ethnicity

a. Four-, five- and six-year graduation rates

Since many college students must work while attending college, graduating in five years rather than four has become the national norm. Employment when attending college makes it difficult to carry 15 credits per semester, the number needed to complete a degree in four years. A number of recent University efforts such as an online winter session and the implementation of a 120-credit degree requirement are helping students keep on track to an earlier degree completion date. On average William Paterson full-time students enroll for 13 credits per semester, making five to six years a more realistic time frame for completing a degree. In addition, college students are mobile, often starting at one college, moving onto another and finally graduating from yet another. The importance of these factors is recognized by such national initiatives as the Voluntary System of Accountability's (VSA) *Student Profile* which incorporates the realities of today's college students into its success and progress model.

Following the VSA model, for the most recent graduating full-time, first-year cohort to complete six years, the fall 2004 cohort, 18.0 percent graduated in four years, 42.0 percent in five years and 50.0 percent in six years. By the end of the six years an additional 10.0 percent graduated from another college, and an additional 6.0 percent are still pursuing their degrees at William Paterson University, and 10.0 percent at other institutions, bringing the *undergraduate success and progress rate for William Paterson to over 75.0 percent.*

Table II.D.1.a: William Paterson University Four-, Five- and Six-Year Graduation Rates of Fall 2004 Full-Time First-Time Degree-Seeking Undergraduates by Race/Ethnicity														
	White		African American		Hispanic		Asian		Non-Resident Alien		Other*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2004 Cohort	813		195		264		97		23		41		1,433	
Graduates after 4 years	143	18%	17	9%	44	17%	25	26%	7	30%	9	22%	245	17%
Graduates after 5 years	361	44%	61	31%	103	39%	48	49%	11	48%	18	44%	602	42%
Graduates after 6 years	421	52%	73	37%	121	46%	55	57%	12	52%	20	49%	702	49%
*Other includes Native American and unknown race.														
Source: IPEDS Graduation Rate Survey														

Background characteristics of students also influence retention and graduation rates. Gender, race/ethnicity, and income/social class are a few of the most influential ones. At William Paterson the four- and six-year graduation rates for minority students who are part of the fall 2004 cohort are 15.0 percent and 45.0 percent, respectively. These rates are a bit lower than the overall graduation rates for all the students who make up the fall 2004 cohort, at 17.0 percent and 49.0 percent, respectively. The six-year graduation rate for female students, 56.0 percent, is above the overall University rate as is the rate for those who are Asian American females, 69.0 percent, and for White females, 61.0 percent. Unlike other males in the cohort, the Latino graduation rate, 51.0 percent, was above the overall University rate. (The overall variations in graduation patterns at William Paterson are also reflected at the national level in the figures from

the Consortium for Student Retention Data Exchange, CSRDE, which collects data from more than 420 colleges and universities across the country.)

2. Third-semester retention rates

For the fourth year in a row, the first-year retention rate for all William Paterson first-time, full-time, first-year students rose; for those entering in Fall 2009, 79.0 percent of the cohort continued into the second year (Table II.D.2).

Table II.D.2 William Paterson University Third Semester Retention of First-Time Undergraduates, Fall 2009 to Fall 2010					
Full-Time			Part-Time		
Fall 2009 First-Time Undergraduates	Retained in Fall 2010	Retention Rate	Fall 2009 First-Time Undergraduates	Retained in Fall 2010	Retention Rate
1,435	1,130	79%	20	10	50%
Source: IPEDS Fall Enrollment Survey, Part E					

3. Transfer students

Transfer students are a growing segment of William Paterson's new student class so some additional information about them is included here. In fall 2010, 1,157 new transfers made up 39.0 percent of all newly enrolled students. More than half, 56.0 percent, were female and the average age of entering transfers was 23.5. A large percent, 85.0, attend as full-time students and 23.0 percent live on campus. Transfer students are most interested in pursuing degrees in business administration, communication, biology, sociology, and psychology. At the end of three years, 61.0 percent of Fall 2004 full-time transfers who entered William Paterson with 60 transfer credits or associate degrees had graduated and by the end of five years the percent was 74.0.

The University continues to ensure a seamless transition for students wishing to transfer to WPUNJ through articulation agreements and increased transfer services. This past year four new articulation agreements – business administration, early childhood education, liberal studies and psychology - were instituted with Mercer County Community College. Another articulation agreement with Bergen Community College, to facilitate the transfer of business program students at BCC into the University's Cotsakos College of Business, continued the tradition of smooth transitions to the University.

4. Student successes: research, publications, internships, presentations, clubs and programs

Also quite illustrative of student outcomes are the many student accomplishments in research, publications, presentations and participation in activities that enable students to explore their majors outside of the classroom. These accomplishments are often the direct result of students working with faculty. A few illustrations are included here.

An increasing number of students in the College of Science and Health are involved in faculty research projects. Because of the College's Undergraduate Research Initiative, almost all departments involve students in either individual or group research projects in research or capstone courses.

Internships are required in Public Health and Exercise Physiology. Other types of practicum are required in Communication Disorders, Environmental Science, Nursing, Physical Education and Athletic Training. The Biology program's goal is to provide each major with the opportunity for either an internship or research experience, or both.

Department-based student clubs exist in nine departments (Biology, Chemistry, Communication Disorders, Environmental Science, Public Health, Computer Science, Kinesiology, Mathematics, and Nursing). Student clubs are active in offering educational programs and assisting with recruitment into the major. Five departments have honor societies.

Many students attend professional conferences with faculty. Several Biology faculty attended conferences with their research students, and there were 17 Biology students who were co-authors of presentations and five who were co-authors of publications. Two Chemistry students accompanied Dr. B. Chauhan to the ACS national meeting and gave poster presentations. Three students attended the NJ American Chemical Society Polymer Topical Group symposium with Dr. Chauhan and presented posters. In Environmental Science, J. Callanan worked with five students on research, two of whom presented their research at the ESA conference in Montclair. Dr. M. Becker in Environmental Science traveled with several students to the Geologic Society of America conference in Pittsburgh, PA. Dr. A. Rady in Kinesiology took 40 students to the NJAHPERD conference and four of these students participated in Dr. Rady's session entitled, "Urban Physical Education Activities for Today's Secondary School Physical Education Curricula," while another 10 students presented their research projects. Four new graduates from Communication Disorders presented their thesis data, with their faculty mentors, at the ASHA convention and a few have applied to present next November. Dr. D. Nacin and Dr. P. VonDohlen in Mathematics worked with six math majors who participated in the 7th Annual Garden State Undergraduate Mathematics Competition. In Public Health, five student poster presentations were given at a state-wide public health conference.

College of Humanities and Social Sciences (CH&SS) students had a busy past year as well. History majors Peter Blasevick and Bruce Spadaccini's research caught the attention of *The Sunday Star Ledger*. As part of their senior project the two history majors set about finding out why 90 men elected to attend the Continental Congress over 200 years ago declined to serve. To answer this question, the students spent the spring semester researching documents at the Morristown National Historical Park archives. The two were able to read letters and personal documents from these men and piece together the stories of many of the 90. For example, William Paterson, the University's namesake, declined because he did not want to leave the responsibilities of his large law practice serving New Jersey.

Another CH&SS student is a double major in French and Francophone studies and Political Science. This past year she received a prestigious scholarship from Pi Delta Phi, the French National Honor Society, which allowed her to study in the South of France this past summer. During the year she also arranged a trip to Montreal for the French Club that gave students an opportunity to practice French.

A Sociology major came to the University as a transfer student and quickly became an active and engaged student and member of the campus community. She served as President of the Student Government Association and, together with Sociology Professor Sheetal Ranjan, presented findings from research on cyberstalking on campuses at the Eastern Sociology Association annual conference.

Cotsakos College of Business (CCOB) students participated in some unique opportunities. Three students won the first place award in the National Financial Planning Challenge Knowledge Bowl at the National Financial Planning Association (FPA) conference in Denver, Co. on October 9, 2010. The team won \$10,000 worth of scholarships for William Paterson University.

Other CCOB students competed in the New York Society of Security Analysts' (NYSSA) Investment Trading Challenge. Benefits to students included free educational seminars in finance and public speaking, guidance from Wall Street executives assigned to WPU, and shadowing and internship opportunities with NYSSA partnering institutions.

The Global Financial Services Institute conducted the Student Managed Portfolio (SMP), an action learning program. The fund provides an experiential learning opportunity for WPU students by allowing students to implement financial theory obtained in the classroom to the management of an actual portfolio.

Other students in the Financial Planning concentration formed the *first* official student chapter of the Financial Planning Association. Professor Lukas Dean, who oversees the program, is making efforts to create networking opportunities for the students to pursue internships and employment after graduation.

All Professional Sales majors, minors and any students taking sales courses are required to participate in the Russ Berrie Institute's (RBI) National Sales Challenge which attracts the nation's top college sales talent to the RBI/WPU campus. The Challenge features 3 events (the Triathlon) including an in-basket exercise, sales role play and a speed selling event. Students from across the U.S. competed in the competition. Donor support was used to pay travel, housing and meals in order to draw the best talent from across the nation to RBI. Outcomes included numerous interview offerings to students.

College of Arts and Communication students have numerous opportunities for hands-on experiences and working with faculty. Over 25 art students participated in internships this past fall and spring. Art students presented their work in the Collaborative Digital Sculpture Exhibit: *Alpha* and *Zeta* at the School of Visual Arts in New York City. One student's digital painting was selected for "SPILL," a juried national exhibition responding to the Gulf of Mexico environmental disaster, at the Indigo Sky Gallery in Savannah, Georgia.

Music professor David Dempsey and seven jazz students were invited to perform at the prestigious Detroit Jazz Festival, where Mulgrew Miller, also a professor of jazz studies, was the featured Artist in Residence.

Sound Engineering Arts, Music Management and Music Education majors completed internships as part of their degree studies. Students were assigned to a corporation or studio, attending the site on a regular basis and completing many of the tasks which will be important to their careers as musicians.

Communication majors had many opportunities to put their learning into action this past year. Those interested in Theatre/Comedy hosted for the fifth year and participated in the National Collegiate Stand-up Comedy Competition. Those interested in television production had the opportunity to work at WPTV-6. Students created over 92 episodes for the channel.

College of Education faculty provided students with numerous faculty/student activities designed to include students in a quality professional experience. Faculty have both accompanied students to and presented with them at professional association conferences such as the National Science Teachers Association's (NSTA) Annual Conference.

Hands-on experiences are built right into the College of Education curriculum. Last fall nearly 300 undergraduate education majors were enrolled in a supervised practicum class. Another 139 upperclassmen were in school classrooms around the state as student teachers for the semester. During the spring another 275 students were enrolled in practicum courses and another 350 were student teachers.